DOCUMENT RESUME

ED 070 176 24 EA 004 721

TITLE	ERIC Abstracts: A Collection of ERIC Document Resumes on Alternative Schooling: New Patterns in Education. ERIC Abstracts Series, Number Twenty-two.
INSTITUTION	American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0353
PUB DATE	72
CONTRACT	OEC-0-8-080353-3514
NOTE	21p.
AVAILABLE FROM	National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00, Quantity Discounts)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Alternative Schools; Bibliographies; Community Involvement; *Community Schools; Demonstration Projects; Directories; Educational Administration; Educational Experiments; Educational Innovation; *Experimental Schools; *School Community Relationship

ABSTRACT

ERIC abstracts on alternative schooling, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "community schools" and "experimental schools." The documents present materials on alternative learning plans, community involvement in developing alternative plans, case studies, and information about starting alternative programs. The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and the abstract. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

EA 004 721

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ERIC Abstracts on:

Alternative Schooling: New Patterns in Education

ED 070176

ERIC Abstracts

A Collection of ERIC Document Resumes on

Alternative Schooling:

New Patterns in Education

Compiled by

the

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

1972

PREVIOUS TITLES IN THIS SERIES

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2. Human Relations in Educational Administration
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PREFACE

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The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by Leasco Information Products, Inc.

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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ERIC Abstracts Series, Number Twenty-two

Published by

National Academy for School Executives
1801 North Moore Street
Arlington, Virginia 22209

Single copy, $2.00

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INTRODUCTION

Since the beginning of ERIC in 1966, more than fifty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, about three thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on alternative schooling, the index terms used are COMMUNITY SCHOOLS and EXPERIMENTAL SCHOOLS. The documents present materials on alternative learning plans, community involvement in developing alternative plans, case studies, and information about starting alternative programs. The listing is complete for all issues of RIE through August 1972 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by the authors' last names and are numbered.

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1. Alternatives for Education. Alternatives for Education Manual. San Pedro: 1971. 45 pages. ED 054 647 Document not available from EDRS. (Available from Alternatives for Education, P.O. Box 1028, San Pedro, California 90733, $0.50 each, $5.00 yearly.)

   This manual contains a directory of alternative schools and a list of books and reprints about alternative education. Most of the alternative schools listed—day and boarding schools at the primary and secondary levels—are on the West Coast. The name and address of each school is given with supplementary material about educational philosophy, history, and goals. Alternative schools have in common an emphasis on an individual approach to education. Some allow the student to select what, when, and how he will study. In general, such schools reject the concepts of grading and rigid conformity to curriculum and schedules.

2. Arizona State University. Design for Lifetime Learning in a Dynamic Social Structure. Education 1980 A.D. A Study of Education Potential in the Litchfield Park Area of Arizona. Tempe: Bureau of Educational Research and Services, 1968. 152 pages. ED 029 456 Document not available from EDRS. (Available from Bureau of Educational Research and Services, College of Education, Arizona State University, Tempe, Arizona 85281, $5.00.)

   The community school concept is the basis for this educational design in the Litchfield Park area of Arizona. The entire community is a laboratory for learning; the community school a place where living and learning converge. The goals of education are presented, as well as the characteristics of schools and programs to realize these goals. There is discussion of proposed educational programs for early childhood and adult education, the organization of professional staff, and the relationships of the programs to other community services. The document considers proposed school district structure, site and facility requirements, and operating and capital costs, and suggests an implementation of the entire study. A bibliography concerning educational planning is included.

3. Arons, Stephen, and others. Alternative Schools: A Practical Manual. Cambridge, Massachusetts: Center for Law and Education, Harvard University, 1971. 108 pages. ED 058 122 MF $0.65 HC $6.58.

   Based on legal requirements and school experiences in Massachusetts, this publication is intended to help alternative schools get off the ground and avoid difficulties with state and local authorities. The first section of the manual includes sketches of some alternative schools in Massachusetts. A second section covers state regulation of alternative

schools, including requirements on certification, compulsory attendance, curriculum, teacher qualifications, readmission to public schools, diplomas, accreditation, building code regulations, and safety standards. Other sections cover liability insurance; the economics of alternative schools, including both private and public aid; incorporation; and taxation. "Where to Get Help" outlines resources for educational and legal assistance. Lists of legal services offices in the Commonwealth and of alternative schools in Massachusetts conclude the manual. While some of the advice on federal funding may apply in other states, the manual should not be assumed to describe requirements or give advice for other states.

4. Bhaermen, Steve, and Denker, Joel. No Particular Place to Go: The Making of a Free High School. 1972. 222 pages. ED 061 731 Document not available from EDRS. (Available from Simon and Schuster, Inc., 630 Fifth Avenue, Rockefeller Center, New York, New York 10020, $6.95.)

   Two radical teachers set up a "free school" in Washington, D.C. to offer an alternative education to disaffected, rebellious, bored, middle-class high school students. Some of their ideas worked, some did not. The story is told from the perspective of each teacher. In their first-hand account of the school and its effects on the lives of both teachers and students, they examine the philosophy of free schools and call for the application of this philosophy to bring about radical reform of public secondary education.

5. Boulding, Elise. New Approaches to Learning: Alternative Education and Open Schools. Washington, D.C.: Commission on Science Education, American Association for the Advancement of Science, 1971. 23 pages. ED 051 052 MF $0.65 HC $3.29.

   This article focuses on open schools or schools without walls (experiments within the public school system involving a reconceptualization of the role of the school in the educational process). A brief review of the free school movement (experiments outside public schools) is also included. The stated goal of the open school is to help the child and adolescent move between classroom and community through a series of optimally stimulating settings, with access to skills as needed, and to provide learnings congruent with his major life experiences. Characteristics of open systems of learning are described and problems analyzed. Two requirements for transforming the public schools include turning the school into a headquarters and the entire community into a complex of learning sites, and reorganizing learning across disciplinary lines. The first requirement will involve a substantial redeployment of personnel and resources in public schools and a redefinition

of the relationships between school and community, teachers and community persons, and adults and children. In addition, scholars and university-based professionals can assist in developing new curricula and educational materials for flexible and more humanized school systems. The article includes useful references on this new school concept and an extensive bibliography of resources, periodicals, and books.

6. Bremer, John, and Von Moschzisker, Michael. The School Without Walls: Philadelphia's Parkway Program. 1971. 299 pages. ED 059 117 Document not available from EDRS. (Available from Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

   The focus of this book is the exposition of principles of the Parkway Program. The program is worthy of description for several reasons: (1) the renovation of our educational system must have a high priority, and the program suggests a possible direction; (2) the story of Parkway is a case study of what happens when an educator sets out to change the system; and, (3) the account might provide an antidote to one aspect of contemporary educational theory, namely, that all educators need do is let students do as they please. The first section sets out various aspects of the program: the social and administrative organization; curriculum; the selection of faculty; a day in the life of a Parkway student; student, teacher, and program evaluation; and finance. A chapter discusses the task of informing and educating the community as the program proceeded, and two chapters describe the early and later history of the Parkway Program. The second section presents individual accounts of the Parkway experience written by students, interns, faculty members, a unit head, a parent, and a journalist.

7. Cambridge Institute. New Schools: A National Directory of Alternative Schools. Cambridge, Massachusetts: 1971. 76 pages. ED 057 594 Document not available from EDRS. (Available from New Schools Directory, c/o Cambridge Institute, 1878 Massachusetts Avenue, Cambridge, Massachusetts 02140, $1.25.)

   Providing a directory of "new" ("free" or "alternative") schools in the United States, this publication begins with a discussion of the present educational system and the alternative school concept. Revealing the philosophy shared by the schools, the criteria for inclusion in the listing involve absence of institutionalized coercion regarding both behavior and curriculum, de-emphasis on traditional curriculum concerns, elimination of dependence on competition and extrinsic motivation, emphasis on individual abilities and character of teachers, and elimination of age- and grade-level separation of students. The directory lists over three hundred schools, their addresses, telephone numbers, and some basic facts: classification as day or boarding,

elementary or high school; number of students and their age ranges; number and full- or part-time status of staff; tuition; scholarship availability; parental participation; date of founding; and other particular characteristics. Appended are a list of publications for those interested in alternative schools, useful addresses, a bibliography, a statement on public aid to alternative schools, and a list of regional education switchboards having information on alternative schools.

8. Fox, Robert S., and Lippitt, Ronald. The Human Relations School. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, University of Michigan, 1968. 23 pages. ED 055 933 MF $0.65 HC $3.29.

   The model for a human relations school sketched in this document is an attempt to answer these questions: What would a school seeing itself as a laboratory for living and learning and utilizing the best that is known about human interaction be like? How would it be organized? What would be its priorities? Could human relationships themselves be a focus for inquiry? In what ways would it be different from present schools? Seven goals are identified and developed, with examples of mechanisms or activities that may be instrumental in achieving the objectives: (1) to achieve involvement and collaboration; (2) to develop and maintain continuing inservice education programs; (3) to recruit, develop, and use a great variety of human resources; (4) to mobilize and utilize creatively resources of technology, time, and space to foster human relations values and goals; (5) to develop and maintain an open, supportive system of communication horizontally and vertically; (6) to develop and implement a curriculum in human relations knowledge, values, and skills; and, (7) to achieve communitywide involvement in continuous evaluation and review of the educational program.

9. Gordon, Sol, and Kassin, Doris. The Morgan School, Washington, D.C. New York: Program Reference Service, Center for Urban Education, 1971. 56 pages. ED 061 375 MF $0.65 HC $3.29. (Also available from Center for Urban Education, 105 Madison Avenue, New York, New York 10016, $1.50.)

   This report on the Thomas P. Morgan Elementary School, the first community-run school in Washington, D.C., is the result of extensive research and approximately ten visits of two and three days each during the academic year 1969-1970. It contains information on events leading to the establishment of the school, its inception in 1967, the present school, and an evaluation and projection for the future. Also included is an appendix with a brief comparison of the school with all other elementary schools in Washington, D.C.

10. Herrick, Mary, and others. Neighborhoods and Neighborhood Centers. Appendix. Washington, D.C.: National Commission on Urban Problems, 1968. 193 pages. ED 034 936 Document not available from EDRS. (Available from National Technical Information Service, Springfield, Virginia 22151, PB-185-214, MF $0.95 HC $6.00.)

A collection of essays discusses the rise of community schools in urban public education, neighborhood health centers, churches in the inner city, cooperatives and credit unions in low income urban areas, job training and placement in neighborhood based programs, employment and supervision of nonprofessionals, urban observatories, and social indicators. Four essays describe the Neighborhood Service and Development Center, South Brooklyn; the West End Community Council, Cincinnati; the Neighborhood Centers Association of Houston and Harris County, Texas; and the Organization of Organizations in Milwaukee. The document includes 144 references.

11. John Adams High School. Research and Evaluation at John Adams High School. Portland, Oregon: [1969]. 10 pages. ED 034 709 MF $0.65 HC $3.29.

In an educational experiment, John Adams High School (Portland, Oregon) committed itself to search for new ways of inquiring into its activities and evaluating its programs relevant to and consistent with notions of humanistic and personal education, and to seek a mechanism for using research and evaluation to improve school operation and for generating data that may be generalized to other schools. It is the responsibility of the entire staff to formulate and seek convincing answers to questions regarding behavioral objectives and to find meaningful evidence indicative of success or failure. There will be much on-line decision-making (daily operational decisions), for example, matching an individual with an appropriate learning experience to achieve a certain goal. For such decisions a comprehensive data bank is a necessary support system. Adams should be a desirable site for carefully controlled testing of a range of ideas, from new instructional packages to hypotheses about new administrative arrangements. Committees will elicit, screen, and develop ideas into projects or proposals and act as a regulatory board. The evolution of the Adams experiment will be traced historically and different documentation procedures explored. Such longitudinal records will require scheduling and periodic data gathering.

12. Lee, George P. Memo to Navajo Community Schools. 1971. 95 pages. ED 056 928 MF $0.65 HC $3.29.

This handbook contains general resource information for program planning in Navajo education. Listings include: (1) key questions;

(2) community education and local control; (3) education laboratories; (4) steps in starting a community college; (5) recommended books; (6) bibliography of instructional resources; (7) program planning and proposal writing; (8) national foundations; (9) American Indian education; (10) some thoughts on education; (11) quotes by great American leaders; (12) senator friends of Indian people; (13) Indian desks in Washington, D.C.; (14) federal programs; (15) educators and consultants in Indian education; (16) fellowship and internship opportunities; (17) legal assistance and interpretation; (18) Indian people; (19) periodicals, newspapers, and newsletters, and (20) financial aids for career studies.

13. Ministry of Education. Village Schools. London, England: 1961. 92 pages. ED 036 135 Document not available from EDRS. (Available from Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063, Building Bulletin 3, $1.30.)

    Several ideas are described regarding design and renovation of village primary schools in England. In addition to their educational responsibilities, many of the schools must provide accommodations for the social and cultural life of the village. Design considerations for village schools are related to case studies of both new and remodeled projects. Floor plans and photographs illustrate different projects.

14. Molloy, Laurence, and others. Places and Things for Experimental Schools. New York: Educational Facilities Laboratories, Inc., 1972. 268 pages. ED 060 560 MF $0.65 HC $9.87. (Also available from Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022, $2.00.)

    The information available on current developments in the planning and use of educational facilities is dispersed among many resources. This publication gathers the scattered information on all the facilities topics and furnishes names and addresses of prime information sources for interested public officials, planners, educators, students, and citizens. The document is intended to give access to the latest developments in educational facilities and their relationship to educational experimentation.

15. Moore, Donald R., and others. The Metro School. A Report on the Progress of Chicago's Experimental "School Without Walls." Chicago: Urban Research Corporation, 1971. 99 pages. ED 054 044 Document not available from EDRS. (Available from Center for New Schools, Inc., 431 South Dearborn, Suite 1527, Chicago, Illinois 60605, $6.25.)

    The educational program of the Metro School (Chicago) is based on student control of the directions of learning, and use of the city's

resources, businesses, cultural institutions, and community organizations, as a laboratory for learning. Three of the documentary reports of the program are included in this publication: "Metro Catalog" is a guide to resources, courses, and units for the student; "First Semester" describes and analyzes progress and problems of Metro from February to September 1970; and "Rationale and Program" was written September 1969 as the initial statement of goals and plans. In addition, newspaper articles about the school are included with teacher selection and contract criteria, formative evaluation memos, and a statement of the organization and purpose of the Urban Research Corporation.

16. Morehead State University. Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults: New York State Module. Project Learn. Final Report. Morehead, Kentucky: 1970. 16 pages. ED 054 423 MF $0.65 HC $3.29.

The purpose of this project was to establish a rural adult basic education program through an existing community school program to demonstrate the need for adult basic education (ABE) in a rural, disadvantaged section of New York State. Specific objectives were to increase the basic education level and employability of this undereducated adult rural population, to increase the educational support of parents for their children, to demonstrate how the community school concept can involve and inform undereducated adults through adult education, and to demonstrate to the New York State Education Department the necessity for, and the feasibility of, budgeting funds to support ABE in a rural, isolated Appalachian area. Of the thirty students involved in the fifteen-week program, four withdrew, three passed the High School Equivalency exam, and the twenty-three remaining students showed progress on a posttest. All the students still enrolled at the completion of classes indicated a desire to re-enroll when classes resume. The New York State Education Department has made its first allocation to a nonurban school district.

17. New Directions Community School, Inc. New Schools Manual. Fourth Edition. Richmond, California: 1971. 27 pages. ED 054 616 Document not available from EDRS. (Available from New Directions Community School, Inc., 445 Tenth Street, Richmond, California 94801, $2.00.)

The New Directions Community School, Inc., developed this manual on the basis of experiences with planning, establishing, and operating a free school. It is designed to provide others who are interested in starting free schools with information helpful in solving or avoiding some of the technical problems involved. A general statement on the

early and current state of New Directions is offered in an introductory section, and the remainder of the booklet details problems and solutions New Directions has found effective. Special areas considered include California State laws relative to private, alternative schools; college requirements and their fulfillment; incorporation and tax exemption; employee taxation; bookkeeping; and miscellaneous suggestions for lowering expenses, improving quality, and avoiding problems.

18. New Schools Exchange. A Directory of New, Innovative Schools in the United States and Canada. Santa Barbara: [1971]. 47 pages. ED 053 055 MF $0.65 HC $3.29. (Also available from New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101, $10.00.)

    This directory lists new, innovative schools in the United States and Canada, grouping them alphabetically by state or province. School names and addresses are included with special identification of colleges and universities. Additions to this directory are found in the supplement listed below.

19. New Schools Exchange. New Schools Exchange Newsletter. Supplement to the Directory. Santa Barbara: 1971. 24 pages. ED 053 056 MF $0.65 HC $3.29. (Also available from New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101, $10.00.)

    This newsletter contains a supplementary directory of alternative schools in the United States and Canada, grouped alphabetically by state or province including name, address, and grade levels of each listed new school. A second section includes corrections to the Directory of New, Innovative Schools. Finally, regional clearinghouses are listed as primary sources of information on alternative schools. Future issues of the newsletter are available by subscription; the directory, position papers, and advertising in the newsletter are included in the quoted rate.

20. Pennsylvania Advancement School. The Pennsylvania Advancement School: A Brief Description of Staff Development and Teacher Education Programs. Philadelphia: 1969. 28 pages. ED 033 901 MF $0.65 HC $3.29.

    The Pennsylvania Advancement School, a nonprofit corporation under contract to the School District of Philadelphia (partially funded under ESEA Titles I and III), is in the second year of work toward its goal of stimulating positive change in the education community. Four important elements of the model school are its autonomy, allowing it experimental freedom; its physical plant, providing flexible space utilization;

its curriculum and teaching approach, emphasizing discovery, expression, and personal growth; and the quality and varied background of its staff (fifty-four professionals including teachers, curriculum specialists, writers, researchers, and teacher education personnel). Current school activities include operation as a demonstration school and as a policy information center with the staff acting as consultants to various educational agencies and groups. The school works with five junior high schools in such aspects of program development as the minischool concept, in which a large school is divided into several quasi-autonomous, manageable units to improve its human climate. Other activities include a resident teacher fellowship program, sponsorship of weekend and summer workshops, and cooperation with several universities in working with undergraduates and interns. Future cooperative projects include development of school cadres, an innovation consortium, and an administrative training program.

21. Pennsylvania Advancement School. Pennsylvania Advancement School: Report on the First Two Years. Philadelphia: 1969. 84 pages. ED 041 964 MF $0.65 HC $3.29.

    This report of the Pennsylvania Advancement School is based on activities from September 1967 through June 1969. The school is an experimental, curriculum- and staff-development institution with a student body composed of seventh and eighth grade underachieving boys from Philadelphia public and parochial schools. In addition to its work with children in the building, the school is engaged in community liaison and follow-up of its graduates, external staff development, and research. The principal goal of the school as stated is stimulation of positive change in the educational community, the school for children being a means toward that end. Among the activities described are projects relating to communication, reading, human development, improvisational drama, perception development, life sciences, family groups, mental health teams, and outdoor education. Departments within the school cover the areas of physical education, counseling, community affairs, research, media and editorial work. Innovations include the Arts and Crafts Studio, the Systems Group, and the Staff Development Resource Center. Also described are the school's work in Philadelphia and projects now being planned.

22. Pinel School. Yesterday I Learned There Was Forever. Martinez: 1971. 47 pages. ED 057 632 Document not available from EDRS. (Available from Pinel School, 3655 Reliez Valley Road, Martinez, California 94553, $1.50.)

    Pinel is a small, nongraded school for children aged five to fourteen in Martinez, California. In 1969, it received a grant to bring together

white suburban children with those from minority areas. The program of interracial contact was primarily for the benefit of white children. It took place over two five-week summer sessions and on Thursdays during the regular school year. This book is a photographic record of the experience, put together in lieu of a formal "accountability" report. The pictures show the activities of the children in groups and by themselves. The accompanying text consists of poetry which tries to capture the feelings of the experience and satirizes formal education practices and jargon.

23. School District of Philadelphia. Parkway Program. Philadelphia: 1971. 15 pages. ED 047 063 MF $0.65 HC $3.29.

The Parkway Program was designed to investigate the possibility of organizing a high school independent of any fixed institutional facilities, either school buildings or fixed faculties. One hundred and forty-three Philadelphia high school students were selected at random from among applicants representing all eight Philadelphia school districts, and the program was committed to operate at a cost equal to or less than the amount required to run a traditional school for a comparable number of students. The students were not graded and had no dress codes and few "rules." In return they had to find their classrooms, their curriculum, and in some cases their teachers from among the plentiful resources of their urban community. The program was given the task of integrating school children with community life, a life that under normal conditions they were not expected to enter until leaving school. Although schools are supposed to prepare students for a life in the community, most schools so isolate students from the community that a functional understanding of how it works is considered impossible.

24. Schools Council. The Working World. A Record of an Intensive Course for Young School Leavers. London: 1970. 59 pages. ED 056 926 Document not available from EDRS. (Available from Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063, $1.68.)

This booklet describes a five-week summer course conducted in 1967 for sixty young school "leavers" or less able students. It took place in a Welsh county borough on a large campus of a working-class coeducational nonselective secondary school. The booklet is in two parts, the first of which describes the aims, organization, and structure of the course, makes a brief, subjective assessment, and tries to answer some of the questions teachers will undoubtedly ask. The second part is a copy of the course program with a commentary. For the pupils, an existing youth center provided a more adult atmosphere from which to explore the world of work they were about to enter. They organized

their own full-time discussion-linked activities under five major headings: (1) the world of work; (2) community service with voluntary and local centers; (3) personal relationships dealing with growing up, sex, the family, marriage guidance, and religion; (4) a leisure program of outdoor and indoor pursuits, and (5) citizenship. Head teachers and staff concluded that the keys to curriculum change were a new relationship between teachers and pupils as adults, and an assessment of the relevance of work to the pupils. Teachers felt all students would benefit from such a course.

25. Solo, Leonard, and Barondes, Stan. [The Teacher Drop-Out Center's Lists of Innovative and Alternative Schools.] Amherst: Teacher Drop-Out Center, 1970. 66 pages. ED 033 053 MF $0.65 HC $3.29. (Also available from Teacher Drop-Out Center, Box 521, Amherst, Massachusetts 01002, $7.00.)

    This document contains three sections. The first is a directory of innovative schools, with the names and addresses of the schools grouped alphabetically by state. The schools on this list vary from Summerhillian to modular flexibly scheduled, preschool to college, public to private. Some have a relatively high degree of student-centered learning and some are more conventional in structure. The second section is a supplement to the directory and appears in the same format. The third section gives more detail on sixty-six of these schools and their staffing needs by providing brief information on salary, philosophy, and teacher needs and qualifications.

26. Vanden Brink, John D., and Wilbur, Thomas, editors. Outside the Net, Number Four; Winter-Spring 1972. Lansing: 1972. 39 pages. ED 058 743 Document not available from EDRS. (Available from Outside the Net, P. O. Box 184, Lansing, Michigan 48901, $2.00 for a one-year subscription, $0.50 single copy.)

    The articles in this issue range from a description of starting a successful free school in a St. Louis ghetto to a suggestion for suing the public school system for failing to provide adequate education. Personal experiences of a teacher suspended for his radical approach to teaching, of a substitute teacher in a class to teach English to the foreign born, and of high school students at various free schools are also included with cartoons, book reviews, poems, and articles about alternative education.

27. Woulf, Constance. The Free Learner: A Survey of Experiments in Education. 1970. 34 pages. ED 044 048 MF $0.65 HC $3.29.

As an alternative to the traditional public school, some educators recommend an environment rich in academic, artistic, and athletic stimuli, from which the child can take what he wants when he wants it. This survey represents the observations of visitors to classrooms in the San Francisco Bay Area run on the free learner principle. Twenty private schools, two experimental programs in public schools, and two public schools working within the framework of compulsory education are described. As a preface to the descriptions of the schools, a fictitious "Hill School" is described, embodying much of the philosophy and practice of the free school ideal. A table of data gives information about student and teacher populations and financial status of each school.

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